

Evaluation Phase

Evaluate the training: The ultimate goal of the Corps of Engineers Systems Approach to Training (COESAT) is to provide quality training based on identified job needs (tasks). In the evaluation phase we determine whether we have accomplished our goals:

- Did the training actually teach the students to perform the tasks that comprise their jobs?
- Did the instructors teach what they were supposed to teach?

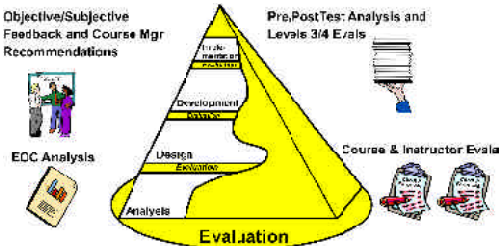
ACTIONS:

Course Manager:

- Develop a computer-generated composite of student end-of course evaluations.
- Develop recommendations for improvement of course.
- For new courses, evaluate the first iteration.
- Evaluate instructors and facilitators, as needed.
- Analyze pretest items.
- Analyze posttest items.
- Analyze end-of course evaluations.

Deliverables:

- CEHR-P Form 744, Evaluation of PROSPECT Course, as needed.
- CEHR-P Form 748, Evaluation of PROSPECT Instructors, as needed.
- Course Manager (CM) evaluation report. CM ensures implementation of required revisions.
- Levels 3 and 4 Evaluations six months after training occurs, as necessary or as scheduled.



COESAT Job Aid

Required Tasks and Documentation for PROSPECT TRAINING	
Analysis	Identify training needs (ENG Form 4713R)
	Describe Target Population (CEHR-P Form 829)
	List Duties and Tasks (CEHR-P Form 830)
	Survey Target Population (as needed and if time permits-includes transmittal letter, task inventory, etc.)
	Select Tasks for Training (Task Analysis Report)
	Analyze Selected Tasks (CEHR-P Form 832, Task Analysis / Objective Analysis Worksheet)
	Verify Training Need (CEHR-P Form 4712, Verification of Training Needs FY)
Design	Develop Objectives (CEHR-P Form 832, Task Analysis / Objective Analysis Worksheet)
	Design Test Items (CEHR-P 832, Task Analysis / Objective Analysis Worksheet)
	Develop Schedule of Instruction (SOI) (CEHR-P Form 676 or equivalent)
Development	Develop Lesson Plans (CEHR-P 675 or equivalent)
	Develop Support Materials (Student Manual, PowerPoint Presentation, Handouts, CD-ROM, Web-Based Instruction, Computer-Based Instruction, Videotapes, etc.)
	Validate Materials
Implementation	Administer Pretest
	Administer Posttest
	Administer End-of-Course Evaluations (CEHR-P Forms 913 or 924)
Evaluation	Analyze Pretest/Posttest (Computer-Generated Report)
	Analyze End-of-Course Evaluations (Computer-Generated Report)
	Analyze Course Evaluations (CEHR-P Form 744)
	Analyze Instructor Evaluations (CEHR-P Form 748)
	Analyze Post-Training Surveys (CEHR-P Forms 979 and 980 or equivalent)

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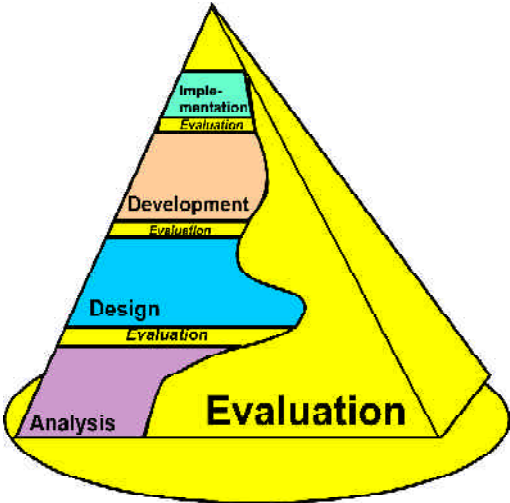
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COESAT

CORPS OF ENGINEERS
SYSTEMS APPROACH TO TRAINING



"PROFESSIONAL DEVELOPMENT"
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Analysis Phase

Analyze learning need: This is an information-gathering technique to provide a solid background for those involved in the training process. Analysis tells us the who, what, when, where, and how of training.

Cues for Analysis:

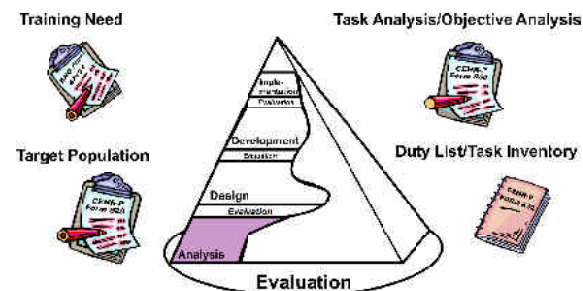
- Proponent or Customer Request for current or new training
- Mission Need
- New Equipment or Processes
- Performance Deficiency

Actions:

- Identify the training needs.
- Describe the target population.
- List all tasks performed by job incumbents
- Select tasks for training.
- Ensure the problem is a *training* problem.
- Select major media for training.

Deliverables:

- ENG Form 4713-R - Evaluation of Proposed Training Course
- CEHR-P Form 829 - - Target Population Description
- CEHR-P Form 830 - Duty List / Task Inventory
- Task Analysis Report
- CEHR-P Form 832 - Task Analysis / Objective Analysis



Design Phase

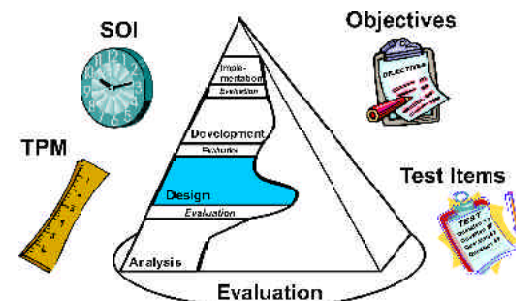
Design the training: This phase produces a model or blueprint of the training program. Products of the *analysis* phase drive the design phase.

Actions:

- Write *clear* learning objectives. Be specific in stating exactly what the learners will be able to do when they finish the training.
- Develop the Task Performance measures (TPM), i.e., measurable by written or performance test within the learning or testing environment.
- Sequence and group the objectives to provide a smooth flow from one task to another.
- Design Test items. The Pretest and the Posttest will contain the same items. Arrange the items in a different sequence from that used in the pretest.
- Prepare a Schedule of Instruction (SOI). The SOI will serve as a course map for the students and tells the amount of time allotted to each major section or module. The SOI is the recommended lesson sequence or daily schedule.

Deliverables:

- CEHR-P Form 832 - Task Analysis / Objective Analysis
- CEHR-P Form 676, Schedule of Instruction
- Pretest
- Posttest



Development Phase

Develop the product: Training developers build on the learning objectives produced during the design phase and diagram or outline the necessary activities to assist learners in reaching those objectives.

Actions:

- Decide on delivery methods, e.g., PowerPoint presentations, group learning activities, films, videos, e-learning, web-based learning, computer-assisted learning, or combinations of learning strategies.
- Review existing materials. Don't reinvent the wheel. Avoid duplication to save resources.
- Produce Master Training Materials or Instructional courseware. Remember the cost factor, e.g., cut costs by putting basic concepts/ideas/information on CDs to avoid reviewing basics on the first day of class. Send CDs or electronic data for prerequisite reading to potential students and shorten course length, when possible.
- Combine the courseware into a viable training program
- Validate instruction (internally and externally) to ensure it accomplishes all objectives. Training developers sometimes conduct a "Dry Run."

Deliverables:

- Master Training Materials to include approved Instructor Lesson Plans (CEHR-P Form 675 or equivalent format) and approved support materials.
- Materials and aids to support classroom training: handouts, PowerPoint presentations, transparencies, slides, films, videos, group activities, CDs, Job Aids
- Internal Validation
- External Validation



Implementation Phase

Implement instruction: Train using the validated training materials created during the design and development process.

Actions:

- Instructors, facilitators, proponents, and CEHR:
- Use the approved Master Training Materials.
 - Conduct/facilitate the actual training.

Student Actions:

- Pretest
- Posttest
- End-of-course evaluation

Course Manager Actions:

- Course evaluations.
- Instructor or facilitator evaluations.

Deliverables:

- CEHR-P Form 911, Test Answer Sheet
- CEHR-P Form 924, End-of Course Evaluation
- CEHR-P Form 744, Evaluation of Proponent-Sponsored Engineer Corps Training (PROSPECT) Course
- CEHR-P Form 748, Evaluation of PROSPECT Instructor

